

**DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAMS
Haakon School District
Accountability Review - Monitoring Report 2012-2013**

Team Members: Mary Borgman, Team Leader; Brenda Boyd, Donna Huber, and Chris Sargent, Educational Specialists; Beth Schiltz, SEP Staff Member; and, Dave Halverson, Transition Liaison

Dates of On Site Visit: March 7th, 2013

Date of Report: April 15, 2013

All non-compliance must be corrected within 1 year of this report date.

Date Closed:

Program monitoring and evaluation.

In conjunction with its general supervisory responsibility under the Individuals with Disabilities Education Act, Part B, Special Education Programs (SEP) of the Division of Educational Services and Support shall monitor agencies, institutions, and organizations responsible for carrying out special education programs in the state, including any obligations imposed on those agencies, institutions, and organizations. The department shall ensure:

- (1) That the requirements of this article are carried out;
- (2) That each educational program for children with disabilities administered within the state, including each program administered by any other state or local agency, but not including elementary schools and secondary schools for Native American children operated or funded by the Secretary of the Interior:
 - (a) Is under the general supervision of the persons responsible for educational programs for children with disabilities in the department; and
 - (b) Meets the educational standards of the state education agency, including the requirements of this article; and
- (3) In carrying out this article with respect to homeless children, the requirements of the McKinney-Vento Homeless Assistance Act, as amended to January 1, 2007, are met. (Reference- ARSD 24:05:20:18.)

State monitoring--Quantifiable indicators and priority areas.

The department shall monitor school districts using quantifiable indicators in each of the following priority areas, and using such qualitative indicators as are needed to adequately measure performance in those areas:

- (1) Provision of Free Appropriate Public Education (FAPE) in the least restrictive environment;
- (2) Department exercise of general supervision, including child find, effective monitoring, the use of resolution meetings, mediation, and a system of transition services as defined in this article and article 24:14; and
- (3) Disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification. (Reference-ARSD 24:05:20:18:02.)

State enforcement -- Determinations.

On an annual basis, based on local district performance data, information obtained through monitoring visits, and other information available, the department shall determine whether each school district meets the requirements and purposes of Part B of the IDEA...

Based upon the information obtained through monitoring visits, and any other public information made available, Special Education Programs of the Division of Educational Services and Support determines if the agency, institution, or organization responsible for carrying out special education programs in the state:

- Meets the requirements and purposes of Part B of the Act;
- Needs assistance in implementing the requirements of Part B of the Act'
- Needs intervention in implementing the requirements of Part B of the Act; or
- Needs substantial intervention in implementing the requirements of Part B of the Act. (Reference-ARSD 24:05:20:23.04.)

Deficiency correction procedures.

The department shall require local education agencies to correct deficiencies in program operations that are identified through monitoring as soon as possible, but not later than one year from written identification of the deficiency. The department shall order agencies to take corrective actions and to submit a plan for achieving and documenting full compliance. (Reference-ARSD 24:05:20:20.)

GENERAL SUPERVISION / STATE PERFORMANCE PLAN COMPLIANCE INDICATOR

ARSD 24:05:27:01.03. Content of individualized education program. Each student's individualized education program shall include:

- (1) A statement of the student's present levels of academic achievement and functional performance, including:
 - (a) How the student's disability affects the student's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled students); or
 - (b) For preschool student, as appropriate, how the disability affects the student's participation in appropriate activities;
- (2) A statement of measurable annual goals, including academic and functional goals, designed to:
 - (a) Meet the student's needs that result from the student's disability to enable the student to be involved in and progress in the general education curriculum; and
 - b) Meet each of the student's other educational needs that result from the student's disability;

For students with disabilities who take alternate assessments aligned to alternate achievement standards, each student's IEP shall provide a description of benchmarks or short-term objectives;

(3) A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student:

- (a) To advance appropriately toward attaining the annual goals;
- (b) To be involved and make progress in the general education curriculum in accordance with this section and to participate in extracurricular and other nonacademic activities; and
- (c) To be educated and participate with other students with disabilities and nondisabled students in the activities described in this section;

(4) An explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and in activities described in this section;

(5) A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the student on state and district- wide assessments consistent with § 24:05:14:14. If the IEP team determines that the student shall take an alternate assessment instead of a particular regular state or district-wide assessment of student achievement, a statement of why:

- (a) The student cannot participate in the regular assessment; and
- (b) The particular alternate assessment selected is appropriate for the student;

(6) The projected date for the beginning of the services and modification described in this section and the anticipated frequency, location, and duration of those services and modifications;

(7) A description of how the student's progress toward the annual goals described in this section will be measured and when periodic reports on the progress the student is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided;

(8) Beginning not later than the first IEP to be in effect when the student turns 16, or younger if determined appropriate by the IEP team, and updated annually thereafter, the IEP shall include:

- (a) Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, if appropriate, independent living skills; and
- (b) The transition services (including courses of study) needed to assist the student in reaching those goals; and,

9) Beginning not later than one year before a student reaches the age of majority under state law, the student's individualized education program must include a statement that the student has been informed of his or her rights under Part B of the Individuals with Disabilities Education Act, if any, that will transfer to the student on reaching the age of majority consistent with § 24:05:30:16.01.

Corrective Action:

| Prong 1: Correct each individual case of noncompliance Timeline for Completion: 45 calendar days from the report date listed above. | | |
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| Student: | Required Action: | Data To Be Submitted: |
| Student File # 2: This student was reported on child count under the category of Other Health Impaired. The student's IEP addressed the behaviors on the PLAAFP page, included an annual goal, and had positive behavioral interventions and supports. The Special Education and Related Services had documentation of service time for Reading Comprehension, Math Calculation, and Language; however, there was no documentation of time for direct behavior services. | The District must have the student's IEP team meet and develop an IEP Addendum that addresses direct behavior service(s) and time(s). | The District must submit for Student 2: <ol style="list-style-type: none"> 1. A Prior Notice for an IEP Addendum meeting to develop behavior service(s) and time(s). 2. The IEP Addendum that addresses behavior annual goal(s) and Special Service and time that educationally benefits the student. 3. The Parental Prior Written Notice |
| Date Data Submitted: Status: | | |

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| Student File # 4: This student was reported on child count under the category of Other Health Impaired. The IEP PLAAFPs for the student included attention Strengths and Weaknesses, annual goals, and positive behavior interventions and supports. The Special Education and Related Services section had services and times for Language, Math Calculation, Math Reasoning, and Written Expression, but did not include services or time for behavior/attention. | The District will have an IEP team meeting and develop an IEP Addendum that addresses behavior/attention services and time for this student. | The District must submit for Student 4: <ol style="list-style-type: none"> 1. A Prior Notice for an IEP Addendum meeting to develop a behavior service and time period that educationally benefit the student. 2. The IEP Addendum with the IEP Special Services page showing revision. 3. The Parental Prior Written Notice. |
| Date Data Submitted: Status: | | |

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| Student File # 3: This student was reported on child count under the category of Other Health Impaired. The student's IEP PLAAFPs page included educationally relevant behavior Strengths and Weaknesses, and the IEP also included positive behavioral interventions and supports. There was no annual goal(s) pertaining to behavior or reference to direct behavior instruction service/time under the Special Education and Related Services section. The services were for Reading Comprehension, Reading Fluency, and Written Language. | The District must have the student's IEP team meet and develop an IEP Addendum for a behavior annual goal(s), direct Special Service(s), and time for teaching the student behavior strategies. | The District must submit for Student 3: <ol style="list-style-type: none"> 1. A Prior Notice for an IEP Addendum meeting to design a behavior annual goal(s) with the inclusion of service(s) and time(s) that educationally benefits the student. 2. The IEP Addendum that addresses a behavioral annual goal(s), as well as Special Service and time for behavior. 3. The Parental Prior Written Notice. |
| Date Data Submitted: Status: | | |

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| Student File # 7: This student was reported on child count under the category of Vision Loss (540). The student's IEP addressed classroom modifications, not a goal or services pertaining to specially designed instruction. In addition, the Special Education direct services in the Resource Room stated, "Adaption/Modifications Content Areas." | The District must ensure when a student qualifies for services that the IEP team develops annual goals and Special Education services that are specifically designed for the student to benefit from a free appropriate public education. | The District must submit for Student 7: <ol style="list-style-type: none"> 1. A Prior Notice for an IEP Addendum meeting to design goals with the inclusion of services that educationally benefit the student. 2. The IEP Addendum with the IEP goals and services pages showing revision. 3. The Parental Prior Written Notice after the addendum meeting. |
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Prong 2: Correctly implement the specific regulatory requirements (i.e. achieved 100% compliance), based on the SEA's review of updated data.

Required Action:

- Individuals responsible for the completion of prior notice/consent and evaluations needed for the purpose of determining eligibility.
- Development of evaluation reports that must be provided to parents including administering and reporting skill based assessment.
- Determining eligibility and completing the eligibility documents.
- Developing an IEP that provides educational benefit.

The District's Special Education staff will receive technical assistance regarding these issues noted in this report.

Data To Be Submitted for one initially evaluated or reevaluated student who is eligible under the Other Health Impaired category:

1. The prior notice/consent for evaluation
2. Copies of **all** the evaluation reports including skill based assessment and transition
3. Copy of the prior notice for the eligibility/IEP meeting/transfer
4. Copy of the MDT/eligibility document and;
5. Copy of the IEP

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| 6. The training date, instructor, and participants will be documented and submitted to the team leader to verify technical assistance was provided. |
| Target Date for Completion: DECEMBER 2, 2013 |
| Date: Status Report: |

State Performance Plan – Performance Indicators

Indicator 8 – Parent Involvement

Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: 64.2% or better

District: 85.7%

District Response:

85.7% of our parents with children receiving special education services report that Haakon Schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Our Special Education staff strives to keep the communication between parents and themselves regular, two-way, and meaningful. Haakon School District believes that parents play an integral role in assisting student learning. Notes are sent home regularly, volunteerism is encouraged in the classrooms, and phone calls are made, not only when there is a problem but when something good happens, also. During parent/teacher conferences, special education staff is involved along with the regular education teacher, and it is stressed that if a parent wants further discussion they are welcome to set up a follow-up time. The students have planners that serve as communication between teachers and parents (they take them home every night). Kindergarten students have folders that go home every night. E-mail is also used as communication if the parent gives permission to do so. The school website has a feature where a parent can email their student's teacher or administration.

Indicator 5 – Placement of Children Age 6-21

Percent of children with IEPs aged 6 through 21:

A. inside the regular class 80% or more of the day inside the regular class 80% or more of the day;

B. inside the regular class less than 40% of the day; or

C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

State Target: 65% or higher

District: 63%

District Response:

63% of our students (2012 child count) are in the regular classroom 80% of the day.

We recognize that the ultimate goal is to have the student participate in the regular classroom as much as possible. However, certain students in order to perform up to the best of their ability need the environment of the resource room. Staff at Haakon Schools makes every effort to incorporate the student back into the classroom whenever possible if that is the best learning environment for that student.